Study on "Golden Course" of College English Based on BOPPPS Model

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Abstract: Under the background of "online & offline" blended teaching mode of college English has become the main trend in course teaching reform, college English course in Nantong Institute of Technology has being discussed to explore the teaching methods based on BOPPPS model. It is designed to stimulate students' interest and initiative in learning, strengthen the participation in order to effectively improve the learning efficiency and teaching quality , thus it can gradually achieve the goal of "golden course".

Keywords: Online & Offline; Golden Course; BOPPPS; Two Characters & One Degree

1. Current college English teaching reform

At present, the research on college English in undergraduate universities has reached a high level. Based on the Internet and information technology, "online & offline" blended teaching mode integrates network and classroom teaching, which fully embodies the teaching method of students central and teachers assisting. It has achieved good performance and has changed the traditional teaching method of inculcating in language learning.

However, the practice has proved that "online & offline" blended teaching mode also had some shortcomings. For example: ① The singleness of evaluation subject failed to be changed. ② The proportion of process evaluation online is small, which can not play the role of supervision and feedback. ③ The interaction modes on platform are relatively simple. Therefore, there is still a long way for the reform.

2. BOPPPS model and college English

2.1 Connotation

BOPPPS model is a training method for the ISW program created by Douglas Kerr's team at the University of Vancouver in 1976. According to the characteristics of span of people's attention, classroom teaching is divided into six periods: bridge-in, objective, pretest, participatory learning, post-test and summary.

2.2 Operational analysis

In bridge-in period, teachers create a situation to raise the topic in order to arouse students' interest and stimulate their subjective initiative. In objective period, students are clearly informed of the important and difficult points, knowledge structures and requirements of learning. Pretest, in which contains the basic knowledge that students have to be mastered in autonomous learning. Teachers would pay attention to the differences among students to extinguish their significance changed.

The core period is participatory discussion that teachers demonstrate how to participate in class learning. Post-test is a process of quantifying the effect of participation. In order to reflect the validity of data, the form and content of the test should be unified, but the extending and breadth of content should be adjusted.

In summary period, teachers clarify the problems in the learning process from the different bidirectional perspectives, and put forward effective suggestions for rectification.

3. "Golden course"of college English

The concept of "golden gourse" was put forward at the National Conference on Undergraduate Education in June 2018. The requirements and standards for measuring "golden course" are "two characters and one degree". One of characters is "high order" which asks us pay attention to the cultivation of students' high level thinking in English and the ability to solve complex problems in English. Another character is "innovation" which refers to the teaching content, teaching methods and evaluation methods. The teaching content must follow the pace of the age instead of using outdated articles which would make students lose interest and motivation. The innovation of teaching methods lies in the teachers' mastery of informationized teaching tools and network platforms. The evaluation method should not be single, but should be combined with a variety of evaluation methods to reflect the diversity and individualization of learning [1], which can train students' thinking rather than mechanical memory. "One degree"means "challenge" that requires teachers to appropriately increase the difficulty in learning objectives and content in order to stimulate students' challenge consciousness [2].

The proposal of "golden course" is not only an improvement of teachers' teaching requirements, but also a major reform of English teaching, which changes the traditional teaching philosophy [3].

4. Teaching design based on BOPPPS model

4.1 Before class (online)

Teachers design the teaching content according to objective and students' preview by Chao Xing Platform. They release the learning objective and tasks. Students can get familiar with the key points before class and participate in online discussion. It includes three modules in BOPPPS which are bridge in, objective and pretest in before-class period.

4.2 In class (offline)

Teachers first briefly summarize the online preview before class and correct the mistakes of questions in tasks. Analyzing errors can effectively attract students' attention and generate emotional identification for their own similar problems. Students can input more effective information and strengthen their memory. Then, on Chao Xing Platform, teachers issue the analysis of text structure and questions of reading comprehension. The questions are in the form of choices questions that can effectively save time in class. As for the language points, sentence patterns and special expressions involved in the article, group discussion can be carried out. Each group will be assigned a task and members in group discuss in terms of morphology, grammar, Chinese meaning, etc. After summary speech of a representative in group, teachers comment on the students' speech, and extend the key points. This part includes two links: participatory learning and post-test in BOPPPS model.

4.3 After class (online)

In order to strengthen students' absorption of knowledge, teachers evaluate students through online homework.By publishing writing tasks on platform, teachers should give certain guidance for students' after-class writing which includes how to use the words, phrases and expressions which they have learned. The system on platform can mark students' writing. Teachers also can use the way of "peer review" to promote learning and communication. At the same time, teachers choose the excellent composition to give a comment. In addition, teachers would reflect on the means to improve students' ability of text comprehension by reading tasks if they prefer.

The online homework is the summary of BOPPPS model. The summary of this part focuses on the solidification and expansion of knowledge and skills, and also includes the reflection and improvement of teachers' teaching. Integrating the teaching periods such as"before class", "in class" and "after class", BOPPPS model is embedded into the cyclic links in class, which reduce repetitive knowledge points in class, and concentrate effective time and teaching activities to improve efficiency.

References

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